
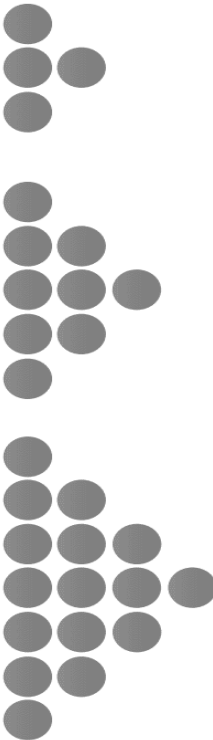


Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher strategies Teacher guide	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment	
				<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Learn the routines of the daily math period.• Identify repeating and arithmetic patterns.• Determine the next two elements in a pattern. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Elements • Increase• Number pattern• Pattern • Persevere• Visual pattern <p>MATERIALS</p> <ul style="list-style-type: none">• Counters—50 for each group• Thinking Like a Mathematician anchor chart• Mathematics Student Book and pencil	<p>Calendar:</p> <p>Today is a great day. It is the first day of math class for the year. This year, we will learn about multiplication and division, fractions, measurement, and so much more.</p> <p>Learn</p> <p>Complete the following patterns</p> <p>*- 30 , 40 , 50 , 60 , 70 , , , , ,</p> <div></div>	Pages 24 - 26	Calling Sticks - Relay Race	<p>Complete the pattern:</p> <div></div>	Calendar - Calling sticks	<p>Allow students a moment to share their thoughts with a partner.</p>	Pages 1 - 3	<p>Complete the pattern: 0 , 2 , 4 , 6 , ,</p>

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐


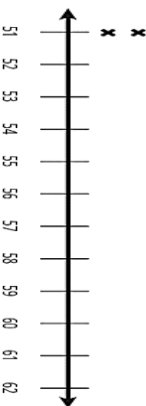
Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																				
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment														
Maths	WHO AM I?	Chapter 1	Lesson 2	LEARNING OBJECTIVES <ul style="list-style-type: none"> Identify elements of a bar graph. Organize, represent, and analyze data from a bar graph. KEY VOCABULARY <ul style="list-style-type: none"> Axis Bar graph Horizontal Scale Tally marks Vertical MATERIALS <ul style="list-style-type: none"> Teacher-created birthday bar graph with a scale of 2 Colored markers or crayons Mathematics Student Book and pencil 	Calendar: Answer question about calendar Learn Make a bar graph using the sibling data. Be sure to include a title, labels for each axis, and colored bars. <table border="1"> <tr> <th>Number of Siblings</th> <th>Number of Students</th> </tr> <tr> <td>0 siblings</td> <td></td> </tr> <tr> <td>1 sibling</td> <td></td> </tr> <tr> <td>2 siblings</td> <td></td> </tr> <tr> <td>3 siblings</td> <td></td> </tr> <tr> <td>4 to 6 siblings</td> <td></td> </tr> <tr> <td>More than 6 siblings</td> <td></td> </tr> </table>	Number of Siblings	Number of Students	0 siblings		1 sibling		2 siblings		3 siblings		4 to 6 siblings		More than 6 siblings		Pages 27 - 29	Calling Sticks - Relay Race	Using tally marks is a quick way to keep track of data. Tally marks are recorded individually up to 4 (such as / , // , /// , ////) and then in groups of 5 so it is easy to total. Now turn to page Lesson 2: Apply in your student books.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 4 - 5	Complete the pattern: 5 , 10 . 15 , 20 ,
				Number of Siblings	Number of Students																					
				0 siblings																						
1 sibling																										
2 siblings																										
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Maths	WHO AM I?	Chapter 1	Lesson 3	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Identify the elements of a pictograph. Explain the meaning of scale in a pictograph. Create a pictograph from a data table. Determine an appropriate graphing question. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Key Pictograph <p>MATERIALS</p> <ul style="list-style-type: none"> Pictograph of birthday months in the class Colored markers or crayons Construction paper—one sheet for each set of partners Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn</p> <table border="1"> <thead> <tr> <th colspan="2">FAVORITE DESSERTS</th> </tr> </thead> <tbody> <tr> <td>Basbousa</td> <td></td> </tr> <tr> <td>Kunafa</td> <td></td> </tr> <tr> <td>Sweet Potatoes</td> <td></td> </tr> <tr> <td>Sweet Feteer</td> <td></td> </tr> <tr> <td>Rice Pudding</td> <td></td> </tr> <tr> <td>Om Ali</td> <td></td> </tr> </tbody> </table>	FAVORITE DESSERTS		Basbousa		Kunafa		Sweet Potatoes		Sweet Feteer		Rice Pudding		Om Ali		<p>you will see a data table. The table has data that was collected last year about students' favorite desserts. Use this data to make your own pictograph.</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 6	Complete the pattern: 3 , 6 . 9 , 12 ,
FAVORITE DESSERTS																								
Basbousa																								
Kunafa																								
Sweet Potatoes																								
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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Teaching strategies / Teacher guide	Questions Modeling	Digital sources	Differentiation / Challenges	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 4	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Identify the elements of a line plot. Collect and record data. Create a line plot. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Frequency Line plot Number line Numerical data <p>MATERIALS</p> <ul style="list-style-type: none"> Bags of beans (one bag for each pair of students) Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Create a line plot using the beans in bag data. Be sure to give your line plot a title and a key.</p> 	<p>Calling Sticks - Relay Race</p> <p>Pages 33 - 36</p>	<p>62 is the highest value. I am going to create my empty number line starting at 51 and going up to 62.</p> <p>Now we can record that number of x's above the line.</p> 	<p>Calendar - Calling sticks</p>	<p>Allow students a moment to share their thoughts with a partner.</p>	<p>Complete the pattern: 10 , 20 , 30 , 40 ,</p>

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

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		Teacher's Choices																	
		Questions Modeling	Teaching strategies / strategies	Teacher guide	Enrichment	Math's Journal	Differentiation / Challenges	Digital sources											
					Name objects that could be measured in centimeters	Pages 12 - 15	Allow students a moment to share their thoughts with a partner.	Calendar - Calling sticks											
Learning outcomes	Activities																		
<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Estimate the length of objects in centimeters and meters. Discuss meter measurement. Demonstrate understanding of the relationship between centimeters and meters. Determine whether to use centimeters or meters to measure length <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Centimeter Estimate Meter <p>MATERIALS</p> <ul style="list-style-type: none"> Objects to estimate in centimeters Measurement anchor chart A meter stick or one created out of paper Mathematics Student Book and pencil 	<p>Calendar:</p> <p>Answer question about calendar</p> <p>Learn</p> <p>Look at the images below. Decide if the objects they depict should be measured in centimeters or meters and then write the word in the table.</p> <table border="1"> <thead> <tr> <th>IMAGES</th> <th>METERS OR CENTIMETERS?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	IMAGES	METERS OR CENTIMETERS?																
IMAGES	METERS OR CENTIMETERS?																		
																			
																			
																			
																			
																			
																			
Lesson	Chapter	theme	Content/ window																
lesson 6	Chapter 1	WHO AM I?	Maths																

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Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment										
Maths	WHO AM I?	Chapter 1	Lesson 7	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Measure the length of objects in centimeters.• Use measurement data to create a class line plot. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Centimeter• Line• Meter <p>MATERIALS</p> <ul style="list-style-type: none">• Prepared sets of small materials that can be measured in centimeters• Large demonstration line plot• Class set of rulers and one for teacher• Mathematics Student Book and pencil	<p>Calendar: Answer question about calendar</p> <p>Learn Use the table below to record your data. Remember to record the unit of measurement.</p> <table><tr><th>Name of Object</th><th>Length in cm</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Name of Object	Length in cm									Pages 43 - 46	Calling Sticks - Relay Race	You are all doing a wonderful job of measuring objects, using the data to create a line plot, and making statements from the data. This is important work that mathematicians and people use in everyday life. Look around you when you are home and see if you can find examples of graphs.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 16 - 18	Name objects that could be measured in meters
						Name of Object	Length in cm															
Teacher's Self Reflection <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Sometimes Meets Expectations <input type="checkbox"/> Below Expectations <input type="checkbox"/>																						

Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																		
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment												
Maths	WHO AM I?	Chapter 1	Lesson 8	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Demonstrate understanding that centimeters are composed of millimeters.• Determine whether to use centimeters or meters to measure length.• Measure the length of objects in millimeters.• Describe the pattern they observe when measuring the same object in millimeters and centimeters. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Centimeter• Less than• Greater than• Meter• Millimeter <p>MATERIALS</p> <ul style="list-style-type: none">• Images of objects to sort• Sets of string (from Lesson5)• An object to measure in both centimeters and millimeters, such as an eraser• Class set of rulers and one for teacher	<p>Calendar:</p> <p>Answer question about calendar</p> <p>Learn</p> <p>Measure the pieces of string and record their lengths in millimeters.</p> <table><thead><tr><th>String Number</th><th>Length in mm</th></tr></thead><tbody><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr><tr><td>3</td><td></td></tr><tr><td>4</td><td></td></tr><tr><td>5</td><td></td></tr></tbody></table>	String Number	Length in mm	1		2		3		4		5		Pages 47 - 50	Calling Sticks - Relay Race	Today you are going to measure the same pieces of string you measured in Lesson 5. However, that day you measured in centimeters, but today you will measure in millimeters.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 19	Name objects that could be measured in millimeters
						String Number	Length in mm																	
1																								
2																								
3																								
4																								
5																								
Teacher's Self Reflection <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Sometimes Meets Expectations <input type="checkbox"/> Below Expectations <input type="checkbox"/>																								

present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																		
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment												
Maths	WHO AM I?	Chapter 1	Lesson 9	<p><u>LEARNING OBJECTIVES</u></p> <ul style="list-style-type: none">• Use a table to record data.• Measure the length of objects in millimeters or centimeters.• Determine whether to use meters, centimeters, or millimeters to measure length. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Centimeters• Millimeters• Table <p><u>MATERIALS</u></p> <ul style="list-style-type: none">• Length of P3 Students' Feet in Centimeters line plot• Sets of objects to measure (one set per group of four students)• Class set of centimeter/ millimeter rulers	<p><u>Calendar:</u> Answer question about calendar</p> <p><u>Learn</u> Use the table below to record your data. Remember to record the unit of measurement.</p> <table><thead><tr><th>Name of Object</th><th>Length in cm or mm</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	Name of Object	Length in cm or mm											Pages 51 - 53	Calling Sticks - Relay Race	<p>You will do the following steps.</p> <ul style="list-style-type: none">• Decide as a group what unit of measurement to use.• Measure the length of each object using the unit of measurement you selected.• Record the length of each object and label the measurement.• Create a line plot to display your data.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 20	Choose four items in the class, then write the suitable length unit
						Name of Object	Length in cm or mm																	
<div>Teacher's Self Reflection <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Sometimes Meets Expectations <input type="checkbox"/> Below Expectations <input type="checkbox"/></div>																								

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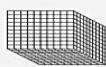



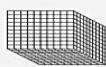



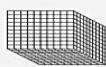



Teacher's Self Reflection	Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations
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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices													
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Enrichment									
Maths	WHO AM I?	Chapter 2	Lesson 11	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Explain how the value of a digit can change based on its place value.• Apply strategic thinking to construct a four-digit number with a high value. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Digit • Place value• Number • Thousand <p>MATERIALS</p> <ul style="list-style-type: none">• Large number cards 1 to 9• Student sets of number cards 1 to 9 (one set per small group)• Mathematics Student Book and pencil	<p>Calendar: Answer question about calendar</p> <p>Learn Today we are going to deepen our understanding of place value. I showed the number 3,456 with note cards. This number is made up of the digits 3, 4, 5, and 6. Watch as I take those same digits and mix them around. Create the number 6,543 with cards. The order of the digits matters. When they are in a different place, their value is different. This is called place value.</p>	Pages 65 - 68	Calling Sticks - Relay Race	<p>write the digit in a place value box. compare your numbers with your friends.</p> <table><tr><td></td><td>Thousands</td></tr><tr><td></td><td>Hundreds</td></tr><tr><td></td><td>Tens</td></tr><tr><td></td><td>Ones</td></tr></table>		Thousands		Hundreds		Tens		Ones	Calendar - Calling sticks	<p>Allow students a moment to share their thoughts with a partner.</p>	<p>Write the place value of the digit 6 in the number 6542</p>
										Thousands									
										Hundreds									
										Tens									
										Ones									

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						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment																	
Maths	WHO AM I?	Chapter 2	Lesson 12	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Read and write numbers up to the Thousands place in standard form.• Read and write numbers up to the Thousands place in expanded form.• Create visual models of numerical value.• Compare numbers using symbols. <p>KEY VOCABULARY</p> <p>Expanded form • Thousand</p> <ul style="list-style-type: none">• Greater than• Less than• Standard notation <p>MATERIALS</p> <ul style="list-style-type: none">• Large place value chart• Base Ten blocks (optional)• Optional: Large copy of the Base Ten Manipulatives —Teacher Blackline Master	<p>Calendar:</p> <p>Answer question about calendar</p> <p>Learn</p> <p>Choose a number in the thousands and write it below. Draw a model of the number in the place value mat below.</p> <table><tr><td></td><td></td><td>Thousands</td></tr><tr><td></td><td></td><td>Hundreds</td></tr><tr><td></td><td></td><td>Tens</td></tr><tr><td></td><td></td><td>Ones</td></tr></table>			Thousands			Hundreds			Tens			Ones	Pages 69 - 72	Calling Sticks - Relay Race	*- Fill in the blanks with either > or <									
								Thousands																					
		Hundreds																											
		Tens																											
		Ones																											
8,903	9,038																												
				2,345	2,344																								
				7,878	7,787																								
				6,534	6,544																								
				1,342	1,302																								
				Calendar - Calling sticks																									
				Allow students a moment to share their thoughts with a partner.																									
				Pages 25 - 26																									
				Math's Journal																									
				Enrichment																									
				Put (> , = , <): 2110 6542																									
Teacher's Self Reflection <input type="checkbox"/>						Exceeds expectations <input type="checkbox"/>						Meets expectations <input type="checkbox"/>						Sometimes Meets Expectations <input type="checkbox"/>						Below Expectations <input type="checkbox"/>					

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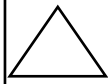

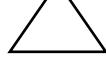
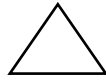

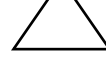
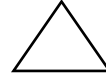
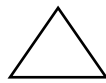
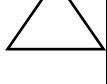
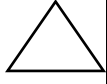
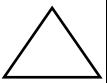
Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																		
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Maths	WHO AM I?	Chapter 2	lesson 13	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Read and write numbers up to the Hundred Thousands place.• Compare and order numbers up to the Hundred Thousands place. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Expanded notation• Hundred thousands• Standard form• Ten thousands <p>MATERIALS</p> <ul style="list-style-type: none">• More or Less Th an 1,000 Blackline Master (one copy)• Large version of the Population of Egyptian Cities chart• Note cards with Egyptian cities on the front and their population on the back• Place value chart to the Hundred Thousands place• Student sets of number cards 1 to 9 (one set per small group)	<p>Calendar: Answer question about calendar</p> <p>Learn</p> <ul style="list-style-type: none">*- Point to the number 67,459 in the place value chart.*- Write a 2 in the Hundred Thousands place, changing the number to 267,459.*- Let's read it all together. Two hundred sixty-seven thousand (emphasize the pause at the comma by pointing to each number and the comma), four hundred fifty-nine.	Pages 73 - 76	Calling Sticks - Relay Race	<div><div>write the digit in a place value box. compare your numbers with your friends.</div><table><tr><td></td><td>Hundred Thousands</td></tr><tr><td></td><td>Ten Thousands</td></tr><tr><td></td><td>Thousands</td></tr><tr><td></td><td>Hundreds</td></tr><tr><td></td><td>Tens</td></tr><tr><td></td><td>Ones</td></tr></table></div>		Hundred Thousands		Ten Thousands		Thousands		Hundreds		Tens		Ones	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 27 - 28	Read the following number : 365,123
										Hundred Thousands														
										Ten Thousands														
										Thousands														
										Hundreds														
	Tens																							
	Ones																							

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Maths	WHO AM I?	Chapter 2	lesson 14	LEARNING OBJECTIVES <ul style="list-style-type: none"> Skip count by 2s, 5s, or 10s. Read and write numbers up to the Hundred Thousands place in standard form. Read and write numbers up to the Hundred Thousands place in expanded form. Order a series of numbers up to the Hundred Thousands place. KEY VOCABULARY <ul style="list-style-type: none"> Expanded notation Greater than Less than Order Skip count Standard notation MATERIALS <ul style="list-style-type: none"> Large place value chart from Lesson 13 Mathematics Student Book and pencil 	Calendar: Answer question about calendar Learn Write each number in expanded form. Then practice reading each number in standard and expanded form 62,319 = 762,319 = 15,780 = 812,004 =	Pages 77 - 80	Calling Sticks - Relay Race	Arrange the following numbers from least to greatest or greatest to least. 62,319 762,319 15,780 812,004 The order : , , ,	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 29	Write the number in expanded form. 654,104
Teacher's Self Reflection				Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations					

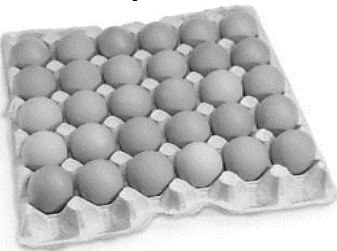
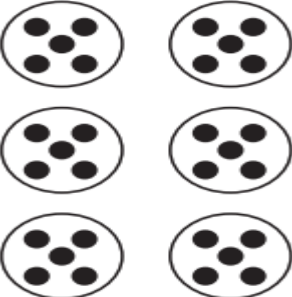
Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																							
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment																	
Maths	WHO AM I?	Chapter 2	lesson 15	<p><u>LEARNING OBJECTIVES</u></p> <ul style="list-style-type: none">Identify and practice strategies for counting groups of objects. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">GroupsSets <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Poster of grocery storeChart paper or poster paperMathematics Student Book and pencil	<p><u>Calendar:</u></p> <p>Answer question about calendar</p> <p><u>Learn</u></p> <div><div></div><div></div><div></div><div></div></div> <p>Number of triangles= 3 +3 + 3 + 3 = 12 3 , 6 , 9 , 12 We have 12 triangles</p>	Pages 81 - 83	Calling Sticks - Relay Race	<p>Complete as the example :</p> <p>** - 2 + 2 + 2 + 2 = 8</p> <p>2 , 4 , 6 , 8</p> <p>** - 4 + 4 + 4 + 4 + 4 + 4 =.....</p> <p>4 , 8 , , , , ,</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 30 - 31	Complete : 5+5+5+5= 5 , 10 15 ,																	
Teacher's Self Reflection <input type="checkbox"/>						Exceeds expectations <input type="checkbox"/>						Meets expectations <input type="checkbox"/>						Sometimes Meets Expectations <input type="checkbox"/>						Below Expectations <input type="checkbox"/>					

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
				LEARNING OBJECTIVES <ul style="list-style-type: none"> • Use a variety of strategies to calculate the total number of items in an array. • Explain the strategies they used to calculate the total number of items in an array. • Solve repeated addition problems. KEY VOCABULARY <ul style="list-style-type: none"> • Array • Columns • Rows • Efficient • Skip counting • Repeated addition MATERIALS <ul style="list-style-type: none"> • Array Cards (stars, apples, cans) • Mathematics Student Book and pencil 	Calendar: Answer question about calendar Learn Look at each star array and record the number of COLUMNS and the number of stars in each COLUMN. Then find the total number of stars. Use the work space on the next page to show how you found the total. <div> </div>	Look at each star array and record the number of COLUMNS and the number of stars in each COLUMN. Then find the total number of stars. Use the work space on the next page to show how you found the total. <div> </div>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 32 - 37	Complete : $7 + 7 + 7 + 7 = \dots$ 7 , 14 21 ,
			lesson 16 Chapter 2			Calling Sticks - Relay Race				
			WHO AM I? Maths			Pages 84 - 87				

Teacher's Self Reflection	Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations
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Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices					
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Enrichment
Maths	WHO AM I?	Chapter 2	Lesson 17	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Skip count by 3s. • Use drawings, arrays, equations, and physical models to solve repeated addition and multiplication problems. • Express repeated addition problems as multiplication problems. • Compare numbers using symbols. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Equal • Greater than • Less than • Product • Multiplication • Total <p>MATERIALS</p> <ul style="list-style-type: none"> • Three large string circles • Scrap paper to play Circles and Dots • 1 six-sided die (for teacher use) • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn</p> <ul style="list-style-type: none"> • Find the total. Do they both have the same total? How is that possible?  	Pages 88 - 91	Calling Sticks - Relay Race	<p>Find the results and compare them :</p> <p>* $6 + 6 + 6 = \dots$ $6 \times 3 = \dots\dots\dots$</p> <p>* $2 + 2 + 2 + 2 + 2 + 2 = \dots\dots\dots$ $2 \times 6 = \dots\dots\dots$</p> <p>* $4 + 4 + 4 + 4 + 4 + 4 = \dots\dots\dots$ $2 \times 6 = \dots\dots\dots$</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	<p>Complete : $3 + 3 + 3 + 3 + 3 + 3 + 3 = \dots\dots\dots$ $3, 6, 9, \dots\dots\dots, \dots\dots\dots, \dots\dots\dots$</p>
Teacher's Self Reflection <input type="checkbox"/>						Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Sometimes Meets Expectations <input type="checkbox"/> Below Expectations <input type="checkbox"/>					

Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 18	<p><u>LEARNING OBJECTIVES</u></p> <ul style="list-style-type: none">• Compare arrays to equal groups.• Explain how repeated addition and multiplication equations are related.• Explain products of whole numbers.• Compare two products using greater than, less than, and equal to symbols. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Multiplication• Product <p><u>MATERIALS</u></p> <ul style="list-style-type: none">• Six-sided dice (one die for each partner team)• Mathematics Student Book and pencil	<p><u>Calendar:</u> Answer question about calendar <u>Learn</u> you will find a space to draw your Circles and Dots. One partner will come up and get a die. Then roll to find the number of circles and roll again to find the number of dots. Draw your circles and dots, taking turns with the die. After you draw, record a repeated addition equation and a multiplication equation. After both you and your partner have found your products, record them. Then compare your products using a greater than, less than, or equal to symbol as we did yesterday. The highest product wins that round.</p>	Pages 92 - 95	Calling Sticks - Relay Race	play a round of Circles and Dots. Roll the die one time to identify the number of circles you will draw. Roll it again to identify how many dots you will draw in each circle. Once you have drawn your models, record a repeated addition equation and a multiplication equation. Then compare your product with your partner's using < , > , or =.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 39 – 41	Complete : 5 × 6 =

Teacher's Self Reflection


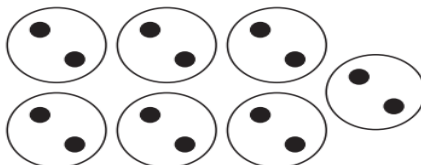
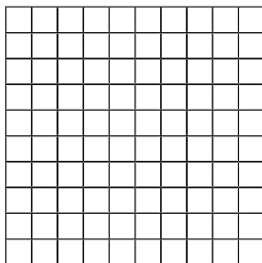
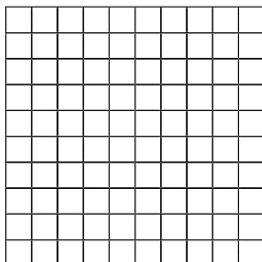
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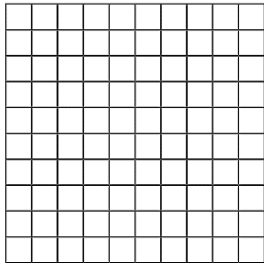
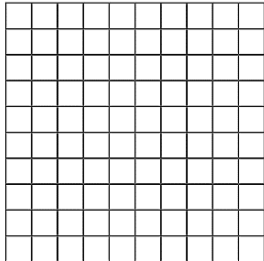
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Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 19	<p><u>LEARNING OBJECTIVES</u></p> <ul style="list-style-type: none">• Solve multiplication problems using arrays.• Investigate the Commutative Property of Multiplication using arrays.• Create arrays to model the Commutative Property of Multiplication.• Explain multiplication and the Commutative Property of Multiplication. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Commutative Property• Multiplication• Product • Factor <p><u>MATERIALS</u></p> <ul style="list-style-type: none">• Mathematics Student Book and pencil	<p><u>Calendar:</u> Answer question about calendar</p> <p><u>Learn</u></p> <div></div> <p>Number of circles: Number of dots: Total number of dots: × =</p> <div></div> <p>Number of circles: Number of dots: Total number of dots: × =</p> <p>Compare the two results</p>	Pages 96 - 98	Calling Sticks - Relay Race	<p>On the grids below, draw arrays that prove the Commutative Property of Multiplication.</p> <div></div> <div></div>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 42 – 45	Complete : $3 \times 5 = \dots\dots\dots$

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

.. Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	Lesson 20	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Solve multiplication problems using arrays. Think strategically to solve a mathematical problem. Use arrays to solve a real-world problem. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Array Column Product Row <p>MATERIALS</p> <ul style="list-style-type: none"> Colored pencils, crayons, or markers Two large versions of the 10 × 10 Array Blocks Game Board Six-sided die (one die for each pair of students) Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Array Block Game:</p> <ul style="list-style-type: none"> Roll the die one time. That is the number of rows in your array. Roll the die a second time. That is number of columns in your array. Decide where you would like to create the array in the game board grid. Draw the array on your grid and color it in. Label the array with a multiplication equation and the product. Play until you cannot fit any more arrays on the grid. 	Pages 99 - 102	Calling Sticks - Relay Race	<p>On the grids below, draw arrays of 6 × 5.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>8 × 7</p>  </div> </div>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 46 – 49	Complete : 6 × 4 =

Teacher's Self Reflection ☐

Exceeds expectations ☐

Meets expectations ☐

Sometimes Meets Expectations ☐

Below Expectations ☐

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
				LEARNING OBJECTIVES <ul style="list-style-type: none"> • Use a variety of strategies to solve multiplication story problems. • Explain elements of multiplication story problems. • Record a multiplication equation to match a story problem. KEY VOCABULARY <ul style="list-style-type: none"> • Equal groups • Each • Equation • Product • Multiplication MATERIALS <ul style="list-style-type: none"> • Multiplication Cards—1 • Mathematics Student Book and pencil 	Calendar: Answer question about calendar Learn Farha went to the store to buy rolls for a big family dinner. At the store, she bought 4 bags of rolls. Each bag contained 5 rolls. How many rolls did Farha buy? Multiplication equation: =	Pages 110 - 112	Calling Sticks - Relay Race	*- Manal brought 6 bags of cookies to school. Each bag had 3 cookies in it. How many cookies were there all together? Multiplication equation: =	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 50 – 52	Complete : $7 \times 2 = \dots\dots\dots$

Teacher's Self Reflection	Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations
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Grade (3) class: **Date:**..... **present :**..... **Absent:** **Students' total number:**

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices													
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment							
Maths	WHO AM I?	Chapter 3	Lesson 22	<p><u>LEARNING OBJECTIVES</u></p> <ul style="list-style-type: none">Skip count by 4s.Match multiplication equations to story problems.Write a multiplication story problem that matches a given equation. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">EquationMultiplesProductSkip count <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Skip counting anchor chartSets of Multiplication Cards–1Mathematics Student Book and pencil	<p><u>Calendar:</u> Answer question about calendar</p> <p><u>Learn</u> Read each story problem on your own. With a partner, then write its multiplication equation.</p> <p>*- Mariam had 4 sweaters. Each sweater had 3 buttons on it. How many total buttons are there on all the sweaters?</p> <p>*- Rana packed 6 boxes full of cans. Each box had 6 cans. How many total cans did Rana pack?</p>	Pages 110 - 112	Calling Sticks - Relay Race	<p>Read each story problem on your own. With a partner, then write its multiplication equation.</p> <p>*- Amir hiked for 3 days over the summer. Each day he hiked 7 miles. How many miles did he hike in all?</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 53 – 54	Complete : $5 \times 5 = \dots\dots\dots$							
Teacher's Self Reflection <input type="checkbox"/>				Exceeds expectations <input type="checkbox"/>				Meets expectations <input type="checkbox"/>				Sometimes Meets Expectations <input type="checkbox"/>				Below Expectations <input type="checkbox"/>			

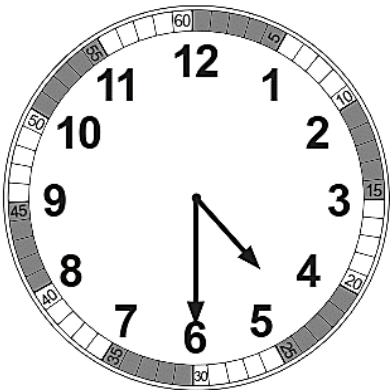
Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																																																																																																																														
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Maths	WHO AM I?	Chapter 3	Lesson 23	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Explain the rules for multiplying by 0 and 1. • Identify common multiples of 2 and 3. • Predict common multiples of 2 and 3 greater than 120. • Use evidence to justify and explain mathematical thinking. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Multiples • Product <p>MATERIALS</p> <ul style="list-style-type: none"> • 120 Chart • Crayons or colored pencils • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Use the 120 Chart below to complete the following:</p> <ul style="list-style-type: none"> • Color the multiples of 2 (color stated by teacher). • Color the multiples of 3 (color stated by teacher). <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> <tr><td>101</td><td>102</td><td>103</td><td>104</td><td>105</td><td>106</td><td>107</td><td>108</td><td>109</td><td>110</td></tr> <tr><td>111</td><td>112</td><td>113</td><td>114</td><td>115</td><td>116</td><td>117</td><td>118</td><td>119</td><td>120</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	Pages 113 - 118	Calling Sticks - Relay Race	<p>List the first 10 multiples of 2.</p> <p>..... ,</p> <p>, ,</p> <p>, ,</p> <p>, ,</p> <p>, ,</p> <p>List the first 10 multiples of 3.</p> <p>..... ,</p> <p>, ,</p> <p>, ,</p> <p>, ,</p> <p>, ,</p> <p>List all of the multiples you found that 2 and 3 share:</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 55 – 57	List the first 10 multiples of 5.
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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																																																																																																																														
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Maths	WHO AM I?	Chapter 3	Lesson 24	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">Identify the multiples of 5 and 10.Identify numerical patterns when multiplying by 5 and 10.Explain the relationship between skip counting and multiplication facts. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">EquationFactorsMultiplesPattern <p>MATERIALS</p> <ul style="list-style-type: none">Class 120 ChartCrayons or colored pencilsMathematics Student Book and pencil	<p>Calendar: Answer question about calendar</p> <p>Learn Use the 120 Chart below to complete the following:</p> <ul style="list-style-type: none">Color the multiples of 10 (color stated by teacher). <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr><tr><td>101</td><td>102</td><td>103</td><td>104</td><td>105</td><td>106</td><td>107</td><td>108</td><td>109</td><td>110</td></tr><tr><td>111</td><td>112</td><td>113</td><td>114</td><td>115</td><td>116</td><td>117</td><td>118</td><td>119</td><td>120</td></tr></table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	Pages 119 - 121	Calling Sticks - Relay Race	<p>Write the equations for the multiples of ten. The first two have been done for you.</p> <p>$10 \times 1 = \dots\dots\dots$</p> <p>$10 \times 2 = \dots\dots\dots$</p> <p>$10 \times 3 = \dots\dots\dots$</p> <p>$10 \times 4 = \dots\dots\dots$</p> <p>$10 \times 5 = \dots\dots\dots$</p> <p>$10 \times 6 = \dots\dots\dots$</p>	Calendar - Calling sticks	<p>Allow students a moment to share their thoughts with a partner.</p>	Pages 58 – 59	<p>Complete : $10 \times \dots\dots\dots = 90$</p>
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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 25	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Explore the relationship between multiples of 2, 3, and 6. • Model the Commutative Property of Multiplication using arrays. • Identify factor pairs using arrays. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Array • Product • Commutative Property of Multiplication • Factor <p>MATERIALS</p> <ul style="list-style-type: none"> • Arranging Chair game cards • Grid paper (at least one large sheet for each group of 4 students) • Construction paper • Crayons or colored pencils • Glue or glue sticks • Scissors 	<p>Calendar: Answer question about calendar</p> <p>Learn A MULTIPLE is the product when a number is multiplied a number of times. For example, multiples of 3 are 3, 6, and 9, which are 3×1, 3×2, and 3×3. We name them when we skip count. The other day a friend told me that if they color in the multiples of 6 that they would also be coloring in the multiples of 2 and 3. Look at our 120 Chart. Do you agree with my friend or not? Turn to your Shoulder Partner and discuss.</p>	Pages 122 - 124	Calling Sticks - Relay Race	The Commutative Property means that we can add the addends or multiply the factors in any order and get the same answer. 1 and 6 are factors of 6, and 1×6 has the same product as 6×1 .	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages -----	List the first 10 multiples of 7.
Teacher's Self Reflection				Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations					

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Teacher guide strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Enrichment
Maths	WHO AM I?	Chapter 3	Lesson 26	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Skip count by 5s. • Explain the relationship between skip counting by 5s and telling time to 5-minute increments. • Read and write time in 5-minute increments on an analog clock. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Clock • Half • Hour • Minute • Time <p>MATERIALS</p> <ul style="list-style-type: none"> • Large analog clock face • Large version of “train” of colored blocks • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Look at each of the clocks below. Determine the time on the analog clock and write the digital time below.</p>  <p>_____ : _____</p>	Pages 125 - 127	Look at each of the clocks below. Determine the time on the analog clock and write the digital time below.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Complete : 5 , 10 , 15 , 20 , , ,
Teacher's Self Reflection						<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Sometimes Meets Expectations <input type="checkbox"/> Below Expectations				

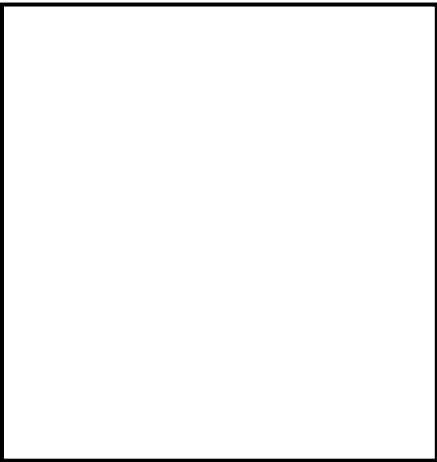
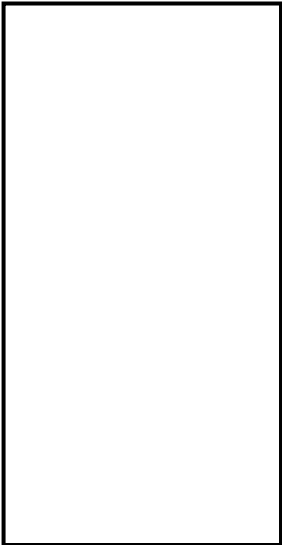
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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 27	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Use a variety of strategies to tell time to 5-minute increments.• Analyze and correct an incorrect time. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Clock• Half• Hour• Minute• Time <p>MATERIALS</p> <ul style="list-style-type: none">• Number cards 1 to 11• Mathematics Student Book and pencil	<p>Calendar: Answer question about calendar</p> <p>Learn</p> <ul style="list-style-type: none">• Record the minutes on the digital clock. The hour is already decided for you.• Draw the minute hand on the analog clock. <div><div>1 : _____</div></div>	Pages 128 - 131	Calling Sticks - Relay Race	<p>1. Your mom puts muffins in the oven at 7:00. How many minutes did it take to bake the muffins?</p> <div></div>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 62 - 64	Complete : 25 , 30 , 35 , 40 , , ,
					Teacher's Self Reflection <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Sometimes Meets Expectations <input type="checkbox"/> Below Expectations <input type="checkbox"/>							

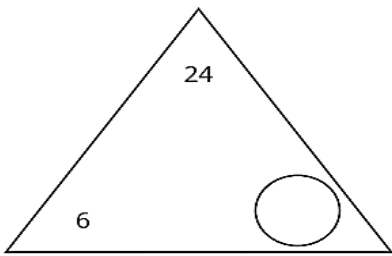
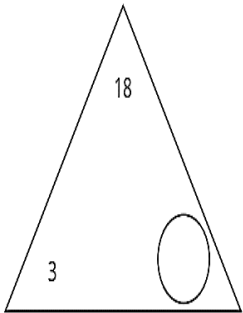
Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	Lesson 28	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Use manipulatives to model division. • Explain the relationship between sharing equally and dividing. • Use a variety of strategies to solve sharing division problems. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Divide • Model • Fair share • Equal <p>MATERIALS</p> <ul style="list-style-type: none"> • Sets of 50 counters (one teacher set and one set for each pair of students) • Thinking Like a Mathematician anchor chart • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn 1. There are 16 fish that need to be placed in 4 bowls. Each bowl must hold the same number of fish. How many fish should be put into each bowl? Draw a picture in the bowls below to solve the problem.</p> 	Pages 132 - 135	Calling Sticks - Relay Race	<p>Sameh is preparing gift baskets. He has 20 oranges that need to be divided equally between 5 baskets. Draw a picture in the baskets below to solve the problem.</p> 	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 65 - 68	How many five are there in 15

Teacher's Self Reflection	<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations	<input type="checkbox"/>	Sometimes Meets Expectations	<input type="checkbox"/>	Below Expectations	<input type="checkbox"/>
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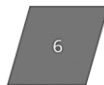


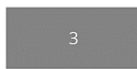


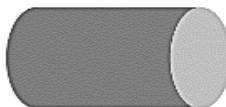
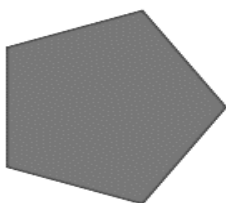
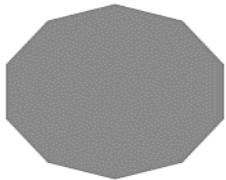
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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Enrichment
Maths	WHO AM I?	Chapter 3	Lesson 29	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Use a variety of strategies to solve division problems. • Explain their thinking when solving division problems. • Discuss the importance of perseverance. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Quotient <p>MATERIALS</p> <ul style="list-style-type: none"> • Sets of 50 counters (one teacher set and one set for each pair of students) • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Draw a mathematical picture to solve.</p> <p>*- Each cat needs 2 fish for lunch. How many cats can we feed with 12 fish?</p> 	Pages 136 - 138	Calling Sticks - Relay Race	<p>Draw a mathematical picture to solve.</p> <p>Each ibis will eat 3 worms. You have 18 worms. How many ibis can be fed?</p> 	Calendar - Calling sticks	<p>Each jackal must eat 6 insects. There are 24 insects. How many jackals can be fed?</p>
Teacher's Self Reflection <input type="checkbox"/>						Exceeds expectations <input type="checkbox"/>				
						Meets expectations <input type="checkbox"/>				
						Sometimes Meets Expectations <input type="checkbox"/>				
						Below Expectations <input type="checkbox"/>				

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Enrichment
Maths	WHO AM I?	Chapter 3	Lesson 30	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Describe the relationship between factors and their product. Use the division symbol. Apply the relationship between multiplication and division to identify fact families. Solve division problems with one unknown. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Division Symbol Fact family <p>MATERIALS</p> <ul style="list-style-type: none"> Thinking Like a Mathematician anchor chart Sets of 50 counters (one teacher set and one set per pair of students) Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Find the missing factor in the triangles below. Then write the four equations that go with the fact family.</p>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>\times</div> <div>$=$</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-around;"> <div>_____</div> <div>\times</div> <div>$=$</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-around;"> <div>_____</div> <div>\div</div> <div>$=$</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-around;"> <div>_____</div> <div>\div</div> <div>$=$</div> <div>_____</div> </div>	Pages 139 - 142	Calling Sticks - Relay Race	<p>Find the missing factor in the triangles below. Then write the four equations that go with the fact family.</p>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>\times</div> <div>$=$</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-around;"> <div>_____</div> <div>\times</div> <div>$=$</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-around;"> <div>_____</div> <div>\div</div> <div>$=$</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-around;"> <div>_____</div> <div>\div</div> <div>$=$</div> <div>_____</div> </div>	Calendar - Calling sticks	<p>Complete : $24 \div 6 =$</p> <p>Pages 71 - 73</p> <p>Allow students a moment to share their thoughts with a partner.</p>
Teacher's Self Reflection <input type="checkbox"/>						Exceeds expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	Sometimes Meets Expectations <input type="checkbox"/>	Below Expectations <input type="checkbox"/>	

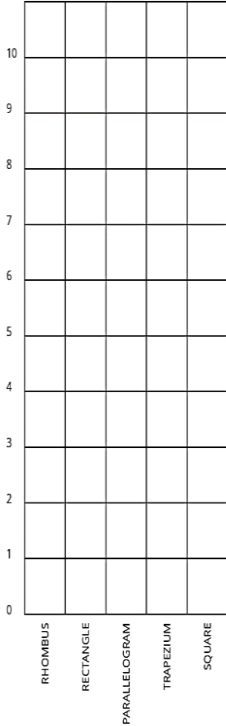
Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	Lesson 31	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Identify the attributes of two-dimensional shapes.• Define categories based on attributes.• Sort two-dimensional shapes based on their attributes.• Define polygon and parallelogram. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Attribute• Octagon• Closed figure• Cube• Parallel• Hexagon• Parallelogram• Polygon• Rhombus• Quadrilateral• Vertex• Trapezium• Vertices <p>MATERIALS</p> <ul style="list-style-type: none">• Two-Dimensional Shapes anchor chart• Mathematics Student Book and pencil	<p>Calendar: Answer question about calendar</p> <p>Learn name each shape with your partner.</p> <div></div>	Pages 150 - 152	Calling Sticks - Relay Race	<p>Write a list of attributes for one of the shapes below.</p> <div></div>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 74 - 76	Write a list of attributes for one of the hexagon.
					Teacher's Self Reflection <input type="checkbox"/>				Exceeds expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	Sometimes Meets Expectations <input type="checkbox"/>	Below Expectations <input type="checkbox"/>

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
				<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">Describe the attributes of quadrilaterals.Compare and contrast quadrilaterals.Sort quadrilaterals using a Venn diagram. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">Review vocabulary as needed. <p>MATERIALS</p> <ul style="list-style-type: none">Number cards 0 to 12 or one die per partner groupQuadrilateral Venn Diagram posterScissorsGlue for each partner setMathematics Student Book and pencil	<p>Calendar: Answer question about calendar</p> <p>Learn Find the missing factor by rolling the die or choosing a number card. Record the missing factor in one of the problems below and then solve.</p> <div><div>1</div><div>×</div><div></div><div>=</div><div></div></div> <div><div>4</div><div>×</div><div></div><div>=</div><div></div></div> <div><div>7</div><div>×</div><div></div><div>=</div><div></div></div> <div><div>10</div><div>×</div><div></div><div>=</div><div></div></div>	<p>Pages 153 - 155</p>	<p>Calling Sticks - Relay Race</p>	<p>Find the missing factor by rolling the die or choosing a number card. Record the missing factor in one of the problems below and then solve.</p> <div><div>2</div><div>×</div><div></div><div>=</div><div></div></div> <div><div>5</div><div>×</div><div></div><div>=</div><div></div></div> <div><div>8</div><div>×</div><div></div><div>=</div><div></div></div>	<p>Calendar - Calling sticks</p>	<p>Allow students a moment to share their thoughts with a partner.</p>	<p>Pages 77- 80</p>	<p>Find the result : $10 \times 7 = \dots\dots\dots$</p>

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

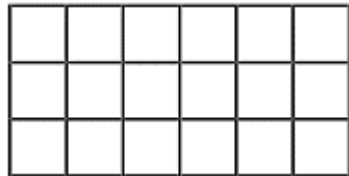
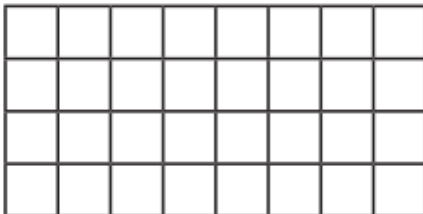
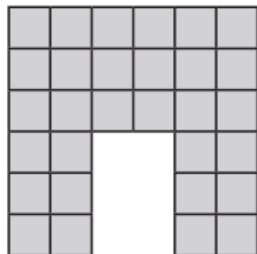
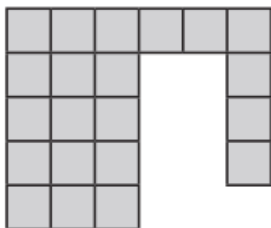
Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Questions Modeling	Teaching strategies / Teacher guide	Math's Journal	Enrichment	
										Differentiation / Challenges
				<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Apply rules to sort quadrilaterals. • Combine quadrilaterals to create a picture. • Create a bar graph representing quadrilaterals to create a picture. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Review vocabulary as needed. <p>MATERIALS</p> <ul style="list-style-type: none"> • Construction paper (one sheet per pair of students) • Scissors • Glue • Colored pencils or crayons • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Today you and a partner will create a picture to demonstrate your understanding of quadrilaterals. Your picture must have at least 12 quadrilaterals and at least one of each type we discussed these past few days. When you are finished, you will create a bar graph to show how many of each quadrilateral you used in your design. Let's prepare by doing a quick review.</p>	<p>Once your picture is complete, fill out the bar graph below.</p> 	<p>Calendar - Calling sticks</p>	<p>Allow students a moment to share their thoughts with a partner.</p>	<p>Pages 81 - 88</p>	<p>Write a definition of a trapezium in your own words.</p>
			lesson 33							
			Chapter 4							
			The world around us							
			Maths							

Teacher's Self Reflection	Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations
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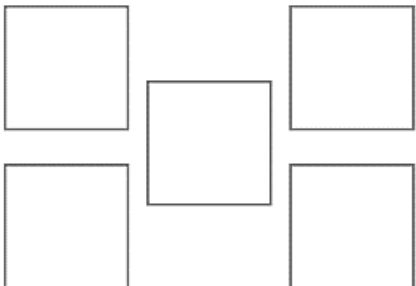
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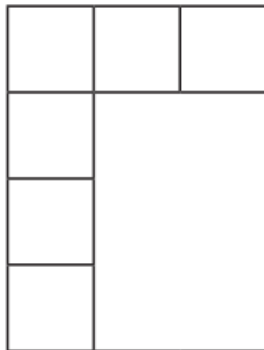
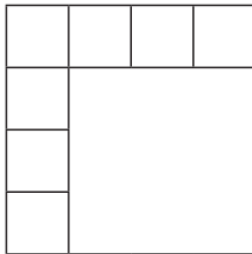
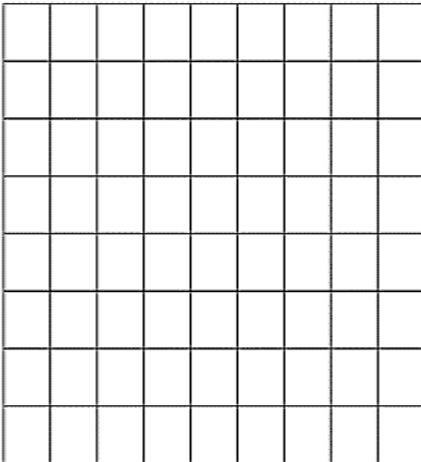
Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 34	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Use manipulatives to build rectangles with specified dimensions.• Calculate the area of rectangles in square units. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Array • Square unit• Dimensions • Area <p>MATERIALS</p> <ul style="list-style-type: none">• Number cards 0 to 12 or one die per partner group• Sets of 2-centimeter squares (one set per pair of students)• Scissors (optional)• Paper or plastic bags (for storage of sets)• Mathematics Student Book and pencil	<p>Calendar: Answer question about calendar</p> <p>Learn Find the missing factor by rolling the die or choosing a number card. Record the missing factor in one of the problems below and then solve. When finished, draw a rhombus around the fact that was the most challenging and a trapezium around the easiest fact</p> <div><div>3</div><div>×</div><div></div><div>=</div><div></div></div> <div><div>6</div><div>×</div><div></div><div>=</div><div></div></div> <div><div>9</div><div>×</div><div></div><div>=</div><div></div></div> <div><div>12</div><div>×</div><div></div><div>=</div><div></div></div>	Pages 159 - 161	Calling Sticks - Relay Race	<p>Heba has two rectangular gardens, one for lettuce and one for squash. The squash takes up 12 square units and the lettuce takes up 10 square units. What could her gardens look like?</p> <div></div>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 89 - 96	Find the result: 8 × 3 =
						Teacher's Self Reflection <input type="checkbox"/>		Exceeds expectations <input type="checkbox"/>		Meets expectations <input type="checkbox"/>		Sometimes Meets Expectations <input type="checkbox"/>

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices																		
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment												
Maths	The world around us	Chapter 4	lesson 35	<p><u>LEARNING OBJECTIVES</u></p> <ul style="list-style-type: none">Determine the area of rectangles using strategies related to multiplication. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">AreaArrayProductSquare unit <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Sets of 2-centimeter squares (optional)Mathematics Student Book and pencil	<p><u>Calendar:</u> Answer question about calendar</p> <p><u>Learn</u> Determine the area of each rectangle.</p> <div></div> <p>total area =..... square units</p> <div></div> <p>total area =..... square units</p>	Pages 162 - 164	Calling Sticks - Relay Race	<p>These gardens are not rectangular. Can you find the area anyway?</p> <div></div> <p>total area =..... square units</p> <div></div> <p>total area =..... square units</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 97 - 100	Find the result: $2 \times 9 =$												
					Teacher's Self Reflection <input type="checkbox"/>					Exceeds expectations <input type="checkbox"/>					Meets expectations <input type="checkbox"/>					Sometimes Meets Expectations <input type="checkbox"/>				

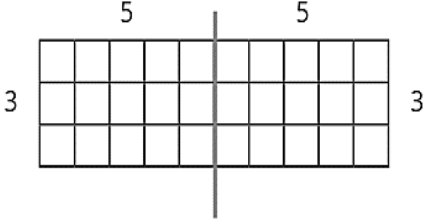
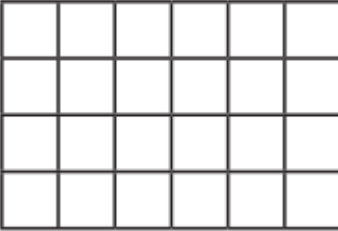
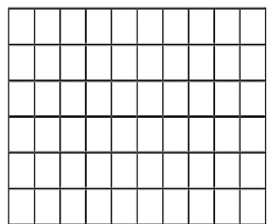
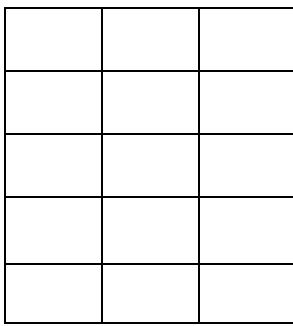
Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Teaching strategies / Teacher guide	Questions Modeling	Digital sources	Differentiation / Challenges	Enrichment
Maths	The world around us	Chapter 4	Lesson 36	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Create and describe multiple rectangles with the same area. • Explain and model the Commutative Property of Multiplication. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Area • Columns • Commutative Property • Factors • Rows • Unit square <p>MATERIALS</p> <ul style="list-style-type: none"> • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Solve the following problem: Mohammad makes a drawing with 5 squares. Mona makes the same drawing but uses triangles. It takes 2 triangles to make a square. How many triangles does Mona draw?</p> 	Pages 165 - 167	On the grid below, draw and label as many rectangles as you can with an area of 18 square units.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Find the result: × = 18
Teacher's Self Reflection						Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations	

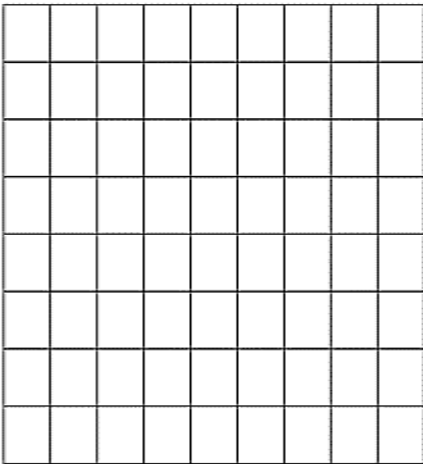
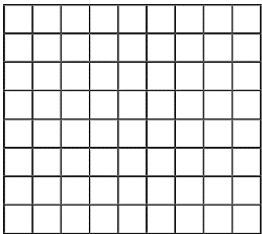
			Teacher's Choices					
			Enrichment	Math's Journal	Differentiation / Challenges	Digital sources	Questions Modeling	Teaching strategies Teacher guide
Content/ window			Find the result: × = 10	Pages 105 - 109	Allow students a moment to share their thoughts with a partner.	Calendar - Calling sticks	<p>Determine the total area of each shape.</p>  <p>Total area = square units</p>  <p>Total area = square units</p>	Calling Sticks - Relay Race
theme								Pages 168 - 170
Chapter								
Lession								
Learning outcomes			LEARNING OBJECTIVES <ul style="list-style-type: none"> • Defi ne area in their own words. • Apply strategies to measure area. KEY VOCABULARY <ul style="list-style-type: none"> • Area • Columns • Commutative Property • Dimensions • Rows <u>MATERIALS</u> <ul style="list-style-type: none"> • Number cards 1 to 10 • Mathematics Student Book and pencil 	Calendar: Answer question about calendar Learn Select two number cards, create an array using the two numbers as your factors, write the equation, and then find the product. <div style="text-align:center;">  </div>				
Activities								



Teacher's Self Reflection	Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations
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Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Teaching strategies / Teacher guide	Questions Modeling	Digital sources	Differentiation / Challenges	Enrichment
Maths	The world around us	Chapter 4	Lesson 38	<p>LEARNING OBJECTIVES Divide arrays into smaller arrays to solve multiplication problems.</p> <ul style="list-style-type: none"> • Explain why dividing arrays makes it easier to solve multiplication problems. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Arrays • Columns • Factors • Rows <p>MATERIALS</p> <ul style="list-style-type: none"> • One ruler • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Split the arrays below into at least 2 smaller arrays. Label the factors for each part. An example is shown below.</p> <p>Example :</p>  	Pages 171 - 174	<p>Split the arrays below into at least 2 smaller arrays. Label the factors for each part.</p>  	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Find the result: $10 \times \dots\dots\dots = 90$
Teacher's Self Reflection <input type="checkbox"/>						Exceeds expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	Sometimes Meets Expectations <input type="checkbox"/>	Below Expectations <input type="checkbox"/>	

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Teaching strategies / Teacher guide	Questions Modeling	Digital sources	Differentiation / Challenges	Enrichment
Maths	The world around us	Chapter 4	Lesson 39	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Model the Distributive Property of Multiplication using arrays. • Apply the Distributive Property to solve multiplication problems. • Explain the Distributive Property of Multiplication. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Distributive Property <p>MATERIALS</p> <ul style="list-style-type: none"> • Number cards 1 to 10 (one set per pair of students) • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Select two number cards, create an array using the two numbers as your factors, write the equation, and then find the product.</p> 	<p>Pages 175 - 177</p> <p>Calling Sticks - Relay Race</p>	<p>Break apart the arrays and, using the distributive property, write an equation to show your work.</p>  <p> $\begin{array}{r} \square \\ \times \square \\ \hline \end{array}$ $\begin{array}{r} \square \\ \times \square \\ \hline \end{array}$ $\begin{array}{r} \square \\ + \square \\ \hline \end{array}$ $8 \times 9 = \square$ </p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Find the result: $8 \times 9 = \dots\dots\dots$
Teacher's Self Reflection						Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations	

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Questions Modeling	Teaching strategies strategies	Teacher guide	Enrichment	Math's Journal	Differentiation / Challenges	Digital sources
Maths	The world around us	Chapter 4	Lesson 40	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Apply the Distributive Property to solve multiplication problems. • Reflect on understanding of multiplication and the Distributive Property of Multiplication. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Arrays • Distributive Property • Metacognition <p>MATERIALS</p> <ul style="list-style-type: none"> • Colored pencils or crayons (each student needs several different colors) • Mathematics Student Book and pencil 	<p>Calendar: Answer question about calendar</p> <p>Learn Break up the following arrays in as many different ways as possible. Use different colors to keep track of your different arrays. Then select the one that is most helpful to you as a mathematician and write the equations that match it in the box.</p> 	<p>Break up the following arrays in as many different ways as possible. Use different colors to keep track of your different arrays. Then select the one that is most helpful to you as a mathematician and write the equations that match it in the box.</p> 	<p>Calendar - Calling sticks</p>	<p>Allow students a moment to share their thoughts with a partner.</p>	<p>Pages 115 - 118</p>	<p>Find the result: $4 \times 5 = \dots\dots\dots$</p>		

Teacher's Self Reflection	Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations
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Grade (3) class:

Date:.....

present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	Lesson 41	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">• Measure the lengths of sides of polygons in centimeters.• Define perimeter.• Calculate the perimeter of polygons in centimeters.• Explain why perimeter is a linear measurement. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Attributes• Centimeters (cm)• Cm• Height• Length• Linear measurement• Perimeter• Polygon• Quadrilateral• Width	<p><u>Connect (10 to 15 min)</u></p> <p>What is a polygon? Turn and tell your Shoulder Partner, and when you have a good definition, give me a Thumbs Up. Today we will measure polygons and talk about a new mathematical concept.</p> <p><u>Learn(35 to 45 min)</u></p> <p>Look at your strings. Which shapes had a greater perimeter? Which shapes had a smaller perimeter? Could you have predicted which shapes would have the greater perimeters without measuring? How?</p> <p><u>Reflect (5 to 10 min)</u></p> <p>Turn in your student book to page Lesson 41: Math Journal. Think about how you found the perimeter of these polygons and about linear measurements. Remember, a linear measurement is the distance between two points. Why is perimeter considered a linear measurement like height or length or width?</p>	Pages 188-191	Calling Sticks - Relay Race	<p>What is the polygon?</p> <p>Define the perimeter of the polygon?</p> <p>What is the linear measurement?</p>	Calendar - Calling sticks	<p>Allow students a moment to share their thoughts with a partner.</p>	Pages 119-121	<p>Why perimeter is a linear measurement?</p>
Teacher's Self Reflection				Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations		



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Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	Lesson 42	<u>LEARNING OBJECTIVES</u> Students will: <ul style="list-style-type: none">• Distinguish between polygons and non-polygons.• Calculate the perimeter of polygons in centimeters.• Describe practical applications for measuring perimeter. <u>KEY VOCABULARY</u> <ul style="list-style-type: none">• Closed figure• Open figure• Polygon <u>MATERIALS</u> <ul style="list-style-type: none">• Glue (one for each pair of students)• Scissors (one for each pair of students)• Centimeter rulers (one for each pair of students)• Mathematics Student Book and pencil	<u>Connect (10 to 15 min)</u> Turn to page Lesson 42: Connect in the student book and look at the shapes. <u>Learn(35 to 45 min)</u> In our last class, we learned a new math vocabulary word—perimeter. Turn to your Shoulder Partner and discuss what perimeter means. Give me a Thumbs Up if you want to define what perimeter means for the class. <u>Reflect (5 to 10 min)</u> We discussed how perimeter is a linear measurement. Linear measurements tell the distance between two points. Today I would like you to reflect on two questions: When might we need to find the perimeter of a larger object or area? And when would a perimeter measurement be useful?	Pages 192-194	Calling Sticks - Relay Race	Distinguish between polygons and non-polygons. When might we need to find the perimeter of a larger object or area? And when would a perimeter measurement be useful?	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 122-126	Define the polygon?
				Teacher's Self Reflection <input type="checkbox"/>	Exceeds expectations			Meets expectations <input type="checkbox"/>				

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	lesson 43	<p><u>LEARNING OBJECTIVES</u> Students will:</p> <ul style="list-style-type: none">Estimate the perimeters of polygons in centimeters.Measure the lengths of sides of polygons in centimeters.Calculate the perimeter of polygons in centimeters.Explain how to calculate perimeter of polygons. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">ActualEstimation <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Number cards 0 to 12 (one set per student)Centimeter rulers (one for each pair of students)Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u> <i>Note to the Teacher: If students struggle with their multiplication facts, have them use the cards 0 to 6. More confident students can use 0 to 12.</i></p> <p><u>Learn</u> In our previous math classes, we explored the perimeter of polygons. Today we will do that again, but we will also practice estimating. You learned about estimation in Primary 2. Raise your hand to remind us what estimation means.</p> <p><u>Reflect</u> Today you found the perimeter of a variety of polygons. Turn and Talk to your Shoulder Partner about how you would explain to someone else how to find the perimeter of any polygon.</p>	Pages 195-197	Calling Sticks - Relay Race	Work with your Shoulder partner to solve the perimeter and area problems below	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 127-129	Solve exercise in math journal
								<p>Perimeter=.....m Area=.....m</p> <div><div>3 meters</div><div>4 meters</div><div>3 meters</div></div>				
Teacher's Self Reflection				Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations <input type="checkbox"/>		



Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	Lesson 44	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Explain the difference between perimeter and area.Calculate the perimeter and area of given arrays with some units missing. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">AreaArrayPerimeterSquare units <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>Imagine the array on the board is a pen for horses on a farm. It is 4 meters wide and 6 meters long. I need to put a fence around the pen. I need to determine the perimeter so I know how much fencing to purchase. A friend offered to help me and told me that I would need 24 meters of fencing to go all the way around the pen. Do you agree with my friend or not?</p> <p><u>Learn(35 to 45 min)</u></p> <p>Perimeter definition- area definition- difference between perimeter and area</p> <p><u>Reflect (5 to 10 min)</u></p> <p>Today we solved problems involving both perimeter and area.</p>	Pages 198-200	Calling Sticks - Relay Race	<p>-What is the definition of perimeter?</p> <p>-What is the definition of area?</p> <p>-What is the difference between them?</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 130-133	Solve exercises of lesson 44 in math journal
Teacher's Self Reflection <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Sometimes Meets Expectations <input type="checkbox"/> Below Expectations <input type="checkbox"/>												

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	lesson 45	LEARNING OBJECTIVES Students will: <ul style="list-style-type: none">• Explain why area is not a linear measurement.• Calculate the area of a rectangle given only the length and width.• Describe the problem-solving strategies they used to solve area problems. KEY VOCABULARY <ul style="list-style-type: none">• Area• Dimensions• Length• Linear measurement• Product• Square units• Width MATERIALS <ul style="list-style-type: none">• Centimeter rulers (for students who do the Challenge problem)• Mathematics Student Book and pencil	Connect (10 to 15 min) Why is area not a linear measurement and perimeter is? Think for a minute and then turn and talk to your Shoulder Partner . In a few minutes, we will share with the group. Learn(35 to 45 min) On the board are two rectangles that represent pens on a farm. The farmer needs to pick a pen for his goats. Goats need to have a pen with an area greater than 30 square meters of space to roam. Reflect (5 to 10 min) Today you worked to find the area of rectangles. Turn to your Shoulder Partner and share one thing that was challenging today about finding the area. Talk about the strategies you used to try to solve the problem. When you are ready, raise your hand.	Pages 201-203	Calling Sticks - Relay Race	Look at the space requirements for the animals below. Then determine which pen each animal could use. Write the area of the pen and the name of the animal for each pen. Some pens might work for multiple animals.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 131-136	Solve exercises of lesson 45 in math journal
				Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations



Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	Lesson 46	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">• Apply a variety of strategies to solve area problems.• Explain the strategies they used to solve area problems. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Area• Factors• Metacognition• Unit square <p><u>MATERIALS</u></p> <ul style="list-style-type: none">• Centimeter rulers• Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>Please open your Mathematics Student Book to page Lesson 46: Connect and look at the array on the page.</p> <p><u>Learn(35 to 45 min)</u></p> <p>Your goal for today is to explain how to calculate the area of rectangles. There are many ways you can do this. Today you will show what you know and reflect on which strategies work well for you and which strategies are more challenging for you right now. Thinking about your thinking, and thinking about what you know, is called metacognition. Metacognition can help you be a better learner.</p> <p><u>Reflect (5 to 10 min)</u></p> <p>Call on several students to share the different ways they solved problems. Record the strategies they used on the board. It is important for students to understand that there are many different ways to solve problems in math and that thinking about what they know—and need to learn—can help them become better learners.</p>	Pages 204-206	Calling Sticks - Relay Race	A friend said that the area of the square shown below is 8 square units. Do you agree or disagree? Explain your thinking in the box below using words, pictures, and/or numbers.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 137-140	Which strategy for finding area works best for you? Why?
				Teacher's Self Reflection					Exceeds expectations	Meets expectations <input type="checkbox"/>	Sometimes Meets Expectations	Below Expectations <input type="checkbox"/>

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies / strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapters	Lesson 47	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Construct different rectangles with the same area.Compare the perimeters of rectangles with the same area but different dimensions <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">AreaPerimeterQuotient <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Sets of 50 counters (one set per student)32 squares measuring 8 cm × 8 cmMathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>Hand out sets of counters to students.</p> <p>Open your Mathematics Student Book to page Lesson 47: Connect. Look at the three problems on the page.</p> <p><u>Learn(35 to 45 min)</u></p> <p>Your goal today is to construct shapes with different perimeters but the same area. I have sets of 8 sheets of paper. Each piece of paper represents one square unit. What is one way we can arrange the 8 pieces of paper to make a rectangle? Raise your hand if you would like to come up and show the class.</p> <p><u>Reflect (5 to 10 min)</u></p> <p>you will Turn and Talk to your Shoulder Partner. Compare your tables and share what you notice. Do you see any patterns in what you recorded? Did anything surprise you?</p>	Pages 207-209	Calling Sticks - Relay Race	Use counters to solve the division problems below. For each problem, draw a picture to show your solution. 1. $36 \div 6 =$ 2. $21 \div 3 =$ 3. $48 \div 12 =$	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 141-143	Solve challenge problem page 143
Teacher's Self Reflection				Exceeds expectations		Meets expectations <input type="checkbox"/>		Sometimes Meets Expectations		Below Expectations <input type="checkbox"/>		

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher’s Choices						
						Teacher guide	Teaching strategies Teacher strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	Lesson 48	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Construct different rectangles with the same perimeter.Compare the areas of rectangles with the same perimeters but different dimensions. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">AreaPerimeter <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Centimeter rulers (one per student)Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>Hand out rulers to students.</p> <p>Turn in your Mathematics Student Book to page Lesson 48: Connect and read the question at the top of the page silently.</p> <p><u>Learn(35 to 45 min)</u></p> <p>Today we are going to try a new challenge. Can you create at least two rectangles that have the same PERIMETER, but different areas? Think for a moment about what that question is asking. Imagine you must create two different rectangles, each with a perimeter of 20 units. What would need to be true for two different rectangles to have the same perimeter?</p> <p>Think quietly and when you have an answer, share your thinking with your Shoulder Partner.</p> <p>When you and your partner are ready to share your thinking with the class, raise your hand</p> <p><u>Reflect (5 to 10 min)</u></p> <p>Explain the strategy they used using words,</p>	Pages 210-211	Calling Sticks - Relay Race	Complete the following steps. 1. In the space below, use your ruler to draw two different rectangles with a perimeter of 20 cm. 2. Label the side lengths of each rectangle. 3. Calculate the area of each rectangle. 4. Compare the two areas and explain your observations using words and/or numbers.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 144-146	Can you draw a different type of polygon with a perimeter of 20 cm? (You do not have to find the area.) Use your ruler to draw as many as you can below.
				Teacher’s Self Reflection		Exceeds expectations	Meets expectations <input type="checkbox"/>	Sometimes Meets Expectations		Below Expectations <input type="checkbox"/>		

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	Lesson 49	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">• Apply strategies to solve real-world area and perimeter problems.• Apply understanding of area and perimeter to write story problems. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Review previous vocabulary as needed. <p><u>MATERIALS</u></p> <ul style="list-style-type: none">• Sets of 50 counters (one set per student)• Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>Hand out a set of counters to each student. Have students open their Mathematics Student Book to page Lesson 49: Connect and begin working on the division review activity.</p> <p><u>Learn(35 to 45 min)</u></p> <p>Write the following story problem on the board:</p> <p>Isha is building a fence for her goat pen. The length is 5 meters and the width is 6 meters. How much fencing does she need?</p> <p><u>Reflect (5 to 10 min)</u></p> <p>Work to solve each other's story problems. Check each other's answers.</p>	Pages 211-213	Calling Sticks - Relay Race	<p>Shaimaa is sewing a border on a square baby blanket. The length of the blanket is 45 centimeters and the width is 45 centimeters. How long will the border be?</p> <p>Omnia wants to put a wooden trim around her window. The window is 4 meters tall and 1 meter wide. How much wood does she need for the trim?</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 147-150	Write your own story problems. Write one perimeter story problem and one area story problem.
				Teacher's Self Reflection		Exceeds expectations	Meets expectations <input type="checkbox"/>	Sometimes Meets Expectations		Below Expectations <input type="checkbox"/>		

Grade (3) class:

Date:.....

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 5	lesson 50	<u>LEARNING OBJECTIVES</u> Students will: <ul style="list-style-type: none">• Multiply by 10 and multiples of 10.• Identify and explain patterns observed when multiplying by 10s. <u>KEY VOCABULARY</u> <ul style="list-style-type: none">• Multiple• Pattern• Strategy <u>MATERIALS</u> <ul style="list-style-type: none">• Th inking Like a Mathematician chart• 120 Chart• Mathematics Student Book and pencil	<u>Connect (10 to 15 min)</u> Today we will shift our focus to multiplication and investigating patterns when we multiply by 10 and multiples of 10. Looking for patterns is something good mathematicians do. We will start with multiplying by 10 by playing a fast fact game. I will say a multiplication fact and you call out the answer. Ready? <u>Learn(35 to 45 min)</u> Our next goal today is to multiply by multiples of 10. What are the multiples of 10? Let's count by 10 together to remind ourselves. <u>Reflect (5 to 10 min)</u> Please turn to page Lesson 50: Math Journal in your student book and read the directions and the question silently.	Pages 214-216	Calling Sticks - Relay Race	Draw lines to represent the groups of 10 to help you solve the following problems. 3 × 70 = 8 × 40 = 6 × 90 = 8 × 20 = 7 × 40 =	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 151-154	you know about multiples of 10, what would you predict would happen when you multiply a number by a multiple of 100, such as 2 × 300, or 4 × 500?
				Teacher's Self Reflection				Exceeds expectations	Meets expectations	Sometimes Meets Expectations		Below Expectations

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 6	Lesson 51	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Explain patterns observed when multiplying by multiples of 10. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">FactorMultipleParentheses <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>open your Mathematics Student Book to page Lesson 51: Connect.</p> <p>Raise your hand if you would like to read the problem to the class.</p> <p>You can use any strategy, including the one we used before where we drew a line to represent a Tens rod.</p> <p><u>Learn(35 to 45 min)</u></p> <p>Write the following on the board:</p> <p>$6 \times 4 = 24$</p> <p>$6 \times 40 = 240$</p> <p>$6 \times 400 = 2,400$</p> <p>$6 \times 4,000 = 24,000$</p> <p>Also draw a 10×3 array: discuss the patterns they see.</p> <p><u>Reflect (5 to 10 min)</u></p> <p>Turn now in your student book to page Lesson 51: Math Journal. Reflect on what you figured out today. In the space provided, explain the pattern you observed when multiplying a single digit by multiples of 10. You can use words, pictures, and/or numbers to explain your thinking.</p>	Pages 225-227	Calling Sticks - Relay Race	<p>3×90</p> <p>$(\times) \times 10 =$</p> <p>9×20</p> <p>$(\times) \times 10 =$</p> <p>8×50</p> <p>$(\times) \times 10 =$</p> <p>Malek bought a box of cards. In the box there were 6 smaller boxes, and in each of those boxes there were 6 packs of 10 cards. To find the total number of cards he bought, Malek wrote this equation: $6 \times 60 = 360$. Is he correct? Explain how you know.</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 156-157	Complete: $9 \times 20 = \dots$ $8 \times 30 = \dots$ $6 \times 1000 = \dots$ $6 \times 40 = \dots$
Teacher's Self Reflection				Exceeds expectations		Meets expectations <input type="checkbox"/>		Sometimes Meets Expectations		Below Expectations <input type="checkbox"/>		

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 6	Lesson 52	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Investigate and apply patterns and strategies when multiplying by 9.Teach others one strategy for multiplying by 9. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">Review vocabulary as needed. <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <ul style="list-style-type: none">Mystery Multiplication—The teacher tells the class one of the factors. Then the students roll a die or selects a number card and multiply the factor by the die roll or number card picked. Example: Factor chosen is 4 and die roll is 5. Student solves 4×5. <p><u>Learn(35 to 45 min)</u></p> <p>Today we are going to try a new teaching and learning strategy called Jigsaw. You will soon be divided into four groups. Your group will learn and practice one strategy for multiplying by 9. Each group will learn a different strategy. Then your group will be responsible for teaching your strategy to the rest of the class. I will first tell you a little bit about each strategy.</p> <p><u>Reflect (5 to 10 min)</u></p> <p>you will work with your Shoulder Partner to share what you wrote down for all four strategies,</p>	Pages 228-230	Calling Sticks - Relay Race	<p>What are the strategies of multiplying by 9 ?</p> <p>A student told me that $9 \times 8 = 70$. They said they know that $10 \times 8 = 80$, so $9 \times 8 = 70$ because they subtracted a 10 from 80. Are they correct?</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 158-162	Complete: $9 \times 6 = \dots$ $9 \times 5 = \dots$ $9 \times 9 = \dots$ $9 \times 7 = \dots$
				Teacher's Self Reflection	Exceeds expectations			Meets expectations <input type="checkbox"/>				

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 6	Lesson 53	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Identify patterns in multiplication and addition facts.Explain how patterns observed in multiplication and addition facts can be helpful when solving problems.Apply strategies to solve addition and multiplication facts quickly and accurately. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">Addition factsAutomaticityMultiplication facts <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>you will solve as many multiplication problems involving 9s facts as you can. Use any of the strategies you learned in our last math lesson</p> <p>Turn to page Lesson 53:</p> <p>Solve as many 9 fact multiplication problems</p> <p><u>Learn(35 to 45 min)</u></p> <p>What do we mean when we talk about math facts?</p> <p><u>Reflect (5 to 10 min)</u></p> <p>you will work with your Shoulder Partner to share with each other what you wrote down on your strategy chart, discuss the strategies you used, and then decide which one—or ones—worked best for you today.</p>	Pages 231-233	Calling Sticks - Relay Race	<p>7×2=....</p> <p>6×0=...</p> <p>3+9=...</p> <p>1×7=...</p> <p>1+9=...</p> <p>2×4=...</p> <p>Put a check mark next to the strategy you used most today.</p> <ul style="list-style-type: none">Finger Trick StrategyList of Equations Strategy120 Chart StrategyTens Facts StrategyOther <p>Do you think that strategy worked well for you? Why or why not?</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 163-165	Record the strategies you used today on page 165
Teacher's Self Reflection				Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations <input type="checkbox"/>		



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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 6	Lesson 54	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Identify and describe patterns in the place value system up to the Hundred Th ousands place.Apply strategies for ordering numbers. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">CompareDigitHundred Th ousands placeHundreds placeOrderPlace valueTen Th ousands placeTh ousands placeValue <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Large teaching clock and small student clocksPlace Value anchor chartMathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>We look at the clock and tell time every day, but we have not really practiced telling time together for a while.</p> <p><u>Learn(35 to 45 min)</u></p> <p>On the board there are three large numbers. Read each number aloud to your Shoulder Partner and then discuss how each number is different.</p> <p><u>Reflect (5 to 10 min)</u></p> <p>At the end of Learn time, use an Attention Getting Signal.</p> <p>Let's go back to the fi rst question and refl ect on what we now know and understand.</p>	Pages 234-237	Calling Sticks - Relay Race	Solve the rest of these problems independently. 1) This number has 5 Thousands, 7 Hundreds, 6 Tens, and 4 Ones. What number is it? 2) This number has 12 Hundreds, 15 Tens, and 6 ones. What number is it? 3) 6,000 + 50,000 + 40 + 300 + 2 =.....	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 166-167	Order the following numbers from least to greatest: 50; 5; 500; 5,000; 1; 10,000; 500,000.
				Teacher's Self Reflection				Exceeds expectations				

Grade (3) class:

Date:.....

present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 6	Lesson 55	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">• Apply a variety of strategies to solve addition problems.• Explain the importance of learning different problem-solving strategies. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Addition• Decompose• Number line• Place value• Regrouping• Strategy• Sum <p><u>MATERIALS</u></p> <ul style="list-style-type: none">• Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>Write the following on the board:</p> <p>1. $15,360 = 1,000 + 5,000 + 300 + 60 + 0$</p> <p>2. $234 + 352$</p> <p>$(200 + 3 + 4) + (300 + 50 + 2) = 559$</p> <p>On the board are two problems. In the first one, a student wrote 15,360 in expanded form. Give me a Thumbs Up if you agree with the work shown or a thumbs down if you do not.</p> <p><u>Learn(35 to 45 min)</u></p> <p>Write $742 + 239$ and $809 + 135$ on the board.</p> <p>For the next few lessons, we will review and practice addition and subtraction strategies.</p> <p><u>Reflect (5 to 10 min)</u></p> <p>Turn to page Lesson 55: Math Journal in your book and read the journal prompt silently.</p>	Pages 238-241	Calling Sticks - Relay Race	Solve the addition problems below using a strategy that is efficient for you. When finished, choose two problems and double-check your answer using a different addition strategy. Rewrite the two problems in the rows at the bottom and show your work for the new strategy.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 168-170	Solve challenges problem on lesson55 page 169
				$97 + 184$ $483 + 201$ $823 + 262$ $677 + 233$ $865 + 337$								
Teacher's Self Reflection				Exceeds expectations		Meets expectations		<input type="checkbox"/> Sometimes Meets Expectations		Below Expectations		<input type="checkbox"/>

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 6	Lesson 56	<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Estimate the sum of two 3-digit numbers.Apply a variety of strategies to add two numbers up to four digits. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">DataEstimationTables <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Thinking Like a Mathematician anchor chartMathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u></p> <p>open your Mathematics Student Book to page Lesson 56: Connect and read the problem on the page to yourself.</p> <p>Use the table to ESTIMATE which two classes read about 600 books. Record your thinking. When you are done, compare your answer with your Shoulder Partner's answer.</p> <p>Give me a Thumbs Up when you are ready to share your thinking.</p> <p><u>Learn(35 to 45 min)</u></p> <p>Display the addition strategies chart you made in Lesson 55 (if you made a chart). Also, display the Thinking Like a Mathematician anchor chart if it is not already displayed.</p> <p><u>Reflect (5 to 10 min)</u></p> <p>In today's Reflect, you will be sharing the problem that you starred in your book. Go back to your own seat, turn to your Shoulder Partner, and decide who will share first.</p> <p>The first person discusses the problem they starred and why.</p>	Pages 241-243	Calling Sticks - Relay Race	<p>In our last math class, we reviewed addition strategies. Today we are going to continue to practice addition with large numbers. In Connect, Amir used estimation to try and determine which two classes read about 600 books. Amir's estimate was not the most accurate.</p> <p>Many of you thought Grades P2 and P3 was the better answer. Give a Thumbs Up if you found the exact number of books that Grades P3 and P5 read.</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 171-173	Solve challenges problem on lesson56 page173
				Teacher's Self Reflection				Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations	

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher’s Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math’s Journal	Enrichment
Maths	The world around us	Chapter 6	Lesson 57	<p><u>LEARNING OBJECTIVES</u> Students will:</p> <ul style="list-style-type: none">• Explain the relationship between addition and subtraction.• Apply strategies to subtract two numbers of up to four digits.• Use addition to check answers to subtraction problems. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Diff erence• Fact family• Inverse operations• Minuend <p><u>MATERIALS</u></p> <ul style="list-style-type: none">• Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u> <i>Students have been introduced to a variety of quick multiplication and division practice activities in previous chapters. Th is Connect is therefore a review and practice.</i></p> <p><u>Learn(35 to 45 min)</u> Addition and subtraction are INVERSE OPERATIONS, or the opposites of each other. 7+3=..... ,_7=3 If 572 – 350 = 222, then does 222 + 350 =.....</p> <p><u>Reflect (5 to 10 min)</u> we discussed the relationship between addition and subtraction. Turn to your Shoulder Partner and explain how understanding fact families or the relationship between addition and subtraction helps you solve challenging problems.</p>	Pages 244-246	Calling Sticks - Relay Race	<p>Solve each subtraction problem using any strategy you choose. Then write an addition problem to check your answer.</p> <p>1. 780 – 450 =</p> <p>2. 925 – 610 =</p> <p>3. 2,550 – 1,225 =</p> <p>4. 3,000 – 1,500 =</p>	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 174-176	Solve challenges problem on lesson57 page176
				Teacher’s Self Reflection				Exceeds expectations				



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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 6	Lesson 58	<p><u>LEARNING OBJECTIVES</u> Students will:</p> <ul style="list-style-type: none">• Apply strategies to solve addition and subtraction story problems.• Reflect on learning to identify areas of strength and opportunities for growth. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">• Review vocabulary as needed. <p><u>MATERIALS</u></p> <ul style="list-style-type: none">• Mathematics Student Book and pencil	<p><u>Connect (10 to 15 min)</u> open your Mathematics Student Book to page Lesson 58: Connect. You will see the same story problem that I have written on the board. Once you are on the page, read the problem to yourself.</p> <p><u>Learn(35 to 45 min)</u> For Connect we looked at two different ways to solve the problem on the board, but I am wondering if anyone would solve it a different way. Raise your hand if you have a different way of solving this story problem and can explain your thinking on the board for the class to see.</p> <p><u>Reflect (5 to 10 min)</u> Turn to page Lesson 58: Math Journal in the book and read the directions</p>	Pages 247-249	Calling Sticks - Relay Race	1_The library can hold 2,475 books, but 525 books are out on loan and 137 books are missing. How many books are there in the library right now? 2. Three boxes filled with books were just delivered to the library. If each box is filled with 215 books, how many books were delivered?	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 177-181	Solve challenges problem on lesson58 page180
Teacher's Self Reflection				Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations		

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices				
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Enrichment
Maths	The world around us	Chapter 6	Lesson 59	<p>LEARNING OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define volume as the measurement of the capacity of a container. • Explain the relationship between milliliters and liters. • Estimate the size of a milliliter of water. • Identify the best unit to measure the volume of a given container. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Capacity • Liter • Milliliter • Schema • Volume <p>MATERIALS</p> <ul style="list-style-type: none"> • Chart paper • One large ten frame on chart paper • 10 clear cups with the 100-milliliter mark labeled • One 1-liter container, filled with 1 liter of water • Scissors (one per student) • Glue (one per student) • Mathematics Student Book and pencil 	<p>Connect (10 to 15 min)</p> <p>Today we are going to learn about measuring liquids and how to tell how much liquid a container can hold. Who can remind us what a liquid is?</p> <p>Learn(35 to 45 min)</p> <p>We divided up 1 liter of water equally into 10 cups. Each cup now contains 100 milliliters of water. If these cups each hold 100 milliliters, how big do you think 1 milliliter is? Show me with your fingers.</p> <p>Reflect (5 to 10 min)</p> <p>today sorting items according to the unit of liquid volume measurement you would use. Were there any liquids that you felt could be measured in either milliliters or liters? Please raise your hand to share your thinking.</p>	Pages 251-254	Calling Sticks - Relay Race	<p>Choose the better estimate for the capacity of each.</p> <p>1.  3 L or 30 mL</p> <p>2.  1 L or 5 L</p> <p>3.  14 L or 14 mL</p>	Calendar - Calling sticks	<p>Solve challenges problem on lesson59 page183</p> <p>Pages 182-183</p> <p>Allow students a moment to share their thoughts with a partner.</p>
Teacher's Self Reflection				Exceeds expectations	Meets expectations <input type="checkbox"/>	Sometimes Meets Expectations			Below Expectations <input type="checkbox"/>	

Grade (3) class: Date:..... present :..... Absent: Students' total number:

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
				<p><u>LEARNING OBJECTIVES</u></p> <p>Students will:</p> <ul style="list-style-type: none">Read volume measurements on a standard labeled container.Write what they have learned about volume measurement. <p><u>KEY VOCABULARY</u></p> <ul style="list-style-type: none">CapacityLiterMilliliterVolume <p><u>MATERIALS</u></p> <ul style="list-style-type: none">Variety of containers labeled in milliliters and/ or millilitersMathematics Student Book and pencil	<p><u>Connect(10 to15 min)</u></p> <p>Turn to page Lesson 60: Connect and look at the graduated cylinder.</p> <ul style="list-style-type: none">It looks like a ruler.Th ere are hash marks like a ruler.Th ere are diff erent numbers at the bottom and top.Th e numbers listed are skip counted by 10s.Th ere are 80 milliliters of liquid in the graduated cylinder. <p><u>Learn(35 to 45 min)</u></p> <p>Turn to page Lesson 60: Apply in the student book.</p> <p><u>Reflect (5 to 10min)</u></p> <p>turn in your student book to page Lesson 60: Math Journal and read the directions to yourself.</p>	Pages 255-257	Calling Sticks - Relay Race	Choose the unit you would use to measure the capacity of each. Write mL or L.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 184-187	Solve challenges problem on lesson60 page187
Teacher's Self Reflection				Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations		